

PREGNANCY PREVENTION INTERVENTION IMPLEMENTATION REPORT

Program Name: *It's Your Game: Keep it Real*

Developers:

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Program Description and Overview

It's Your Game: Keep it Real (IYG) is a classroom and computer-based HIV, STI, and pregnancy prevention program for 7th and 8th grade students (referred to as Level 1 and Level 2). It consists of twelve 50-minute lessons delivered in 7th grade and twelve 50-minute lessons delivered in 8th grade. The curriculum is delivered to a classroom size of 30 to 35 students. In each grade, the program integrates group-based classroom activities (e.g., role plays, group discussion, and small group activities) with personalized journaling, and individuals tailored activities that are computer-based.

Core Components

1. Component 1: Classroom-based Component
2. Component 2: Parent-Child Homework Activities
3. Component 3: Computer-based Component

Content Components

Knowledge

- Student recognizes ways that body structure and function relate to personal health throughout the life span.
- Student engages in behaviors that reduce health risks throughout the life span.
- Student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships.
- Student describes healthy ways to communicate consideration and respect for self, family, friends, and others.
- Student analyzes information and applies critical-thinking, decision-making, goal setting and problem-solving skills for making health-promoting decisions.
- Greater knowledge about condom use.

Behavioral Beliefs

- Goals and Dreams Beliefs—belief that sexual involvement might interfere with one's educational and career goals and dreams.
- Prevention Beliefs—belief that abstinence can eliminate the risk of HIV, STDs and pregnancy.
- Partner Reaction Beliefs—belief that one's partner would not approve of abstinence and react negatively to it.

Attitudes

- Positive attitudes towards abstinence
- Perception that friends have less permissive attitudes towards sex
- Identification of more reason not to have sex
- Greater intent to be abstinent through high school
- Greater intent to be abstinent until marriage
- Less likely to be exposed to risky situations

Perception of Risk (Personal Vulnerability)

- Personal Vulnerability to HIV/STD and Pregnancy Belief—the belief that "HIV/ STD infection, or pregnancy could happen to me."

Skills and Self-efficacy

- Skills in identifying parts of the male and female reproductive system

- States the physical, emotional, and social consequences of having sex.
- Knowledge about HIV, STI, and pregnancy prevention.
- Understand the function of the male and female reproductive system.
- Greater self-efficacy for refusing sex.

Pedagogy Components

Creating the Learning Environment

- Classroom and computer-based curriculum
- Curriculum uses both theoretical (social Cognitive Theory, Theory of Triadic Influence, Social Influence Models) and empirical evidence
- Agreements for classroom discussion
- Discussion of confidentiality
- Agreements for classroom discussion
- Significance of journal entries

Facilitating the Learning Activities

- Group-based classroom activities (e.g., role plays, group discussion, and small group activities)
- Personalized journaling
- Individual tailored activities that are computer-based
- Classroom teacher resources and tools

Implementation Components

Theme/Messages

- Curriculum Themes
 - GAME - Life
 - REAL - Being
 - KEEPING YOUR GAME REAL - Respecting yourself and others and playing by your rules.
 - STEPS TO PLAYING BY YOUR RULES
 - SELECT - Know your personal rules ahead of time
 - DETECT - Watch for signs that challenge your personal rules
 - PROTECT - Avoid Risky situations or use refusal skills (using a clear no or an alternative action) to get out of the situation
- Implementation Schedule
 - Twelve 50-minute lessons in the 7th grade (Level 1)
 - Twelve 50-minute lessons in the 8th grade (Level 2)

Target Population

Target population evaluated

- Urban middle school youth in grades 7th and 8th (ages 12 to 14)
- Males and females

Potential additional target populations noted by developers

- Youth in 6th grade (provide Level 1)
- Youth in 7th grade (provide Level 2)

Program Setting

Program setting evaluated

- In classroom setting

Potential additional program settings noted by developers

- Afterschool setting
- Developer is working on a Native American version

Program Duration

- Twelve 50-minute lessons in the 7th grade
- Twelve 50-minute lessons in the 8th grade

Curriculum Materials

Curriculum materials are available through the developer- Dr. Susan Tortolero at the University of Texas Health Science Center of Houston- or through the program website at www.itsyourgame.org.

Adaptations

Basic allowable adaptations

- Curriculum can be administered in part in the 7th grade and another part in the 8th grade. For example, of the 24 lessons, 18 can be introduced in the 7th grade and 6 in the 8th grade.
- Curriculum can be implemented in an afterschool setting as long as the 24 lessons are administered.

Program Focus

It's Your Game: Keep it Real focuses on HIV, STD, and pregnancy prevention.

Research Evidence

Study Citation:

Tortolero, S. R., Markham, C. M., Fleschler Peskin, M., Shegog, R., Addy, R. C., Escobar-Chavez, S. L., & Baumler, E. (2010). It's your game: Keep it real: Delaying sexual behavior with an effective middle school program. *Journal of Adolescent Health*, 46(2), 169–179.

Study Setting:

Ten middle schools in southeast Texas.

Study Sample:

3,007 seventh grade students

- 44% Hispanic, 42.3% African American, 13.7% all other
- 59% female and 41% male

Study Design:

Cluster randomized trial. Five schools were randomly selected to implement the *IYG* intervention and five schools were randomly selected for a control group that continued their regular health classes. Surveys were administered before the program (baseline), after the program ended in spring of 8th grade, and a year later in spring of 9th grade.

Study Rating:

The study met the review criteria for a **moderate** study rating. It did not meet the review criteria for a high study rating because the rate of sample attrition was high for the ninth-grade follow-up survey.

Study Findings:

In spring of ninth grade, a year after the program ended:

- Students participating in the intervention who were sexually inexperienced at baseline were significantly less likely to report having initiated sexual activity.

The study also examined program impacts on measures of condom use, frequency of sexual activity, and number of sexual partners. Findings for these outcomes were not considered for the review because they did not meet the review evidence standards. Specifically, findings were reported only for subgroups of youth defined by sexual activity at follow up.

Program impacts were also examined on measures of attitudes toward sex, self-efficacy, knowledge, and intentions to have sex. Findings for these outcomes were not considered for the review because they fell outside the scope of the review.

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